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ABSTRACT

Designed for teachers of preschool to enable children to learn how to solve the problems they have with others, the underlying goal of the program is to help children develop problem-solving skills so that they learn how to think, not what to think. Originally developed for four-year-old children in a preschool setting, most three-year-old children can follow the early language and feeling word concepts. Each of the 59 interpersonal cognitive problem-solving (ICPS) lessons contains a stated purpose, a list of suggested materials, and a teacher script that explains the basic steps in conducting the lesson. The lessons fall into two major categories: (1) pre-problem-solving concepts; and (2) problem-solving skills. The vocabulary taught in the pre-problem-solving phase of the program plays a critical role in later problem solving thinking with alternative solutions, consequences, and solution-consequence pairs. Appendix A provides guidelines for continued ICPS teaching. Appendix B presents dialogue reminders to post in the classroom, and appendix C presents a summary of behavior management techniques. (CK)

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